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ABSTRACT

This report, the fifth annual report on the Colorado Student Assessment Program (CSAP), provides policymakers, educators, parents, and the community with a general accounting and precise overview of the performance of Colorado's third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth grade students relative to the Colorado State Model Content Standards. The report contains detailed information regarding student assessment results, with information on student achievement by gender, race/ethnicity, disability, accommodation categories, and district size. Achievement data are presented for each school district and for schools categorized by socioeconomic status determined by the percentage of students eligible for free or reduced price lunch. Results for each CSAP assessment are reported according to the percentage of students in each of four performance levels and the percentage of students for whom no scores were reported. Results are presented in 23 parts, representing reading for grades 3 through 10, writing for grades 3 through 10, mathematics for grades 5 through 10, and grade 8 science. (Contains 23 tables.) (SLD)

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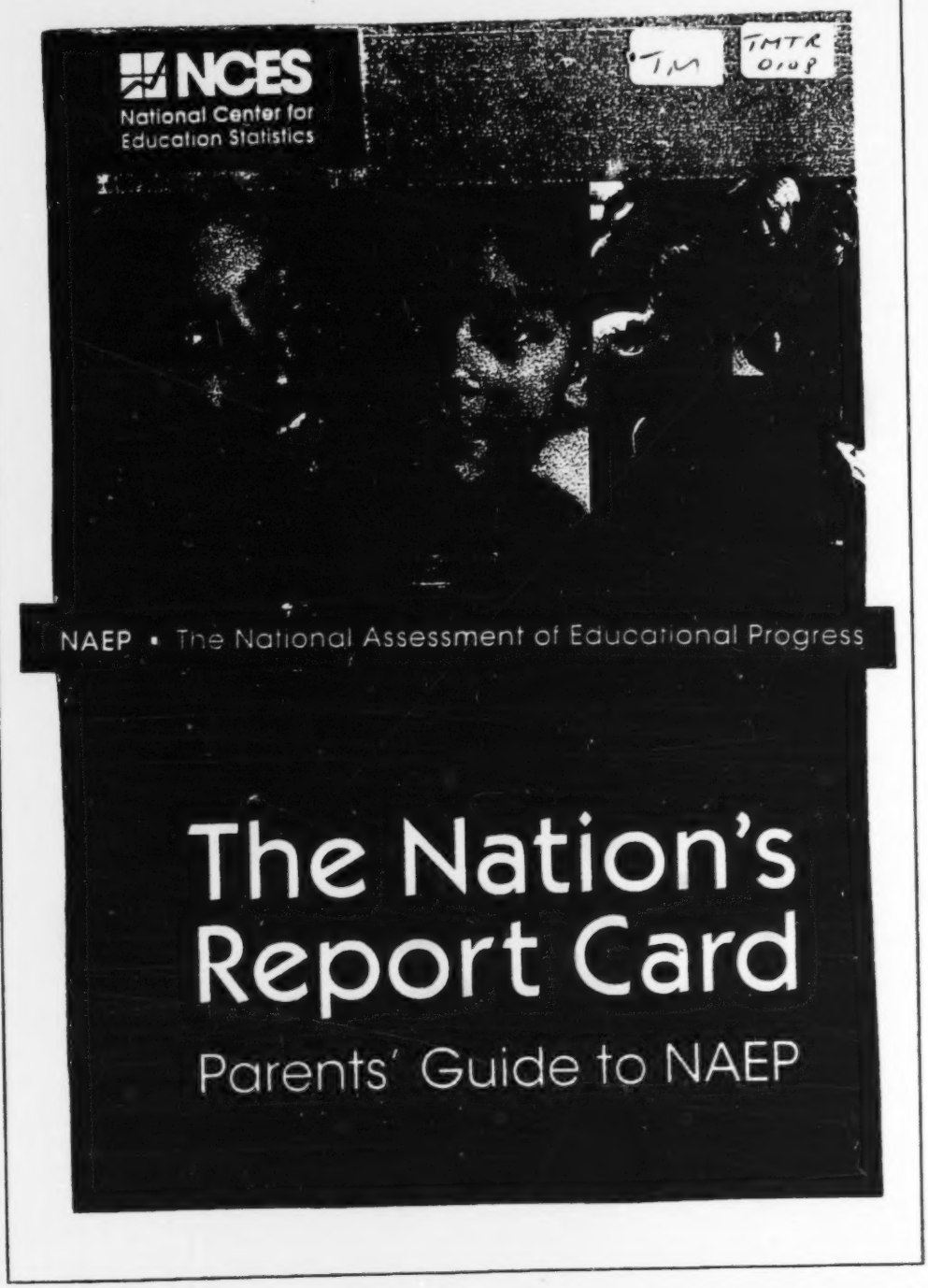
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NAEP • The National Assessment of Educational Progress

The Nation's Report Card

Parents' Guide to NAEP

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2A

The Parents' Guide to NAEP provides parents and guardians with a convenient overview of the National Assessment of Educational Progress (NAEP). This guide answers the following questions:

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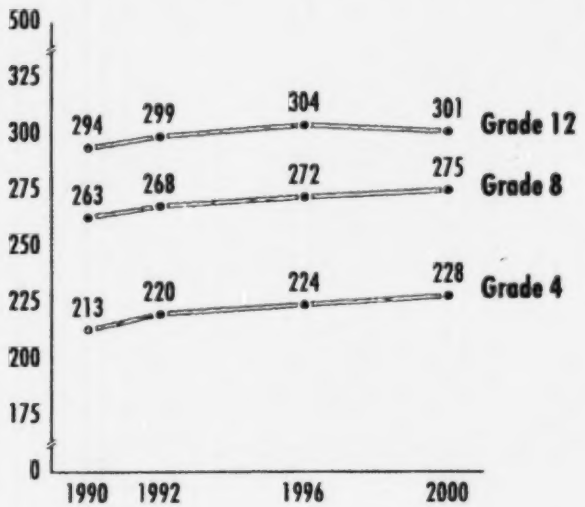
What is NAEP?

The National Assessment of Educational Progress (NAEP)—widely known as the "Nation's Report Card"—is the leading national assessment of what America's students know and can do in reading, mathematics, and many other academic subjects. NAEP, a program of the U.S. Department of Education, provides information on state and national student achievement, and how that achievement has changed over time.

Average national mathematics scores: 1990–2000



Beginning in 2003, the *No Child Left Behind Act,* passed by Congress in 2001, requires NAEP assessments to be administered in reading and mathematics at grades 4 and 8 every two years. States and school districts that receive federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments.

2 Why is NAEP important?

Established by Congress in 1969, NAEP was created to provide a common national yardstick for accurately evaluating the performance of American students.

NAEP is:

- A national assessment that allows educational achievement to be compared across states;
- An assessment that identifies the percentages of students in the nation who meet standards for *Advanced*, *Proficient*, or *Basic* performance in a variety of subjects;
- A yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- A measurement tool that members of Congress and the President can use to review student progress during the past 30 years;
- A source of information that allows parents to assess the academic performance of students in their state and the nation as a whole.

By participating in NAEP, students are doing their part to help improve education in their country, their state, and their own schools.

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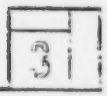
How are children selected to participate?



In its assessments, NAEP selects representative samples of students for the nation and for each participating state. Children chosen to participate have the opportunity to represent hundreds of students in their state and the nation.

States that receive federal aid for educationally disadvantaged students must participate in reading and mathematics assessments for the fourth and eighth grades. State participation is voluntary in all other assessments.

When a state participates in an assessment, NAEP selects about 3,000 students for each grade and subject, or about 100 schools per state and about 30 students per school. About 10 percent of the nation's fourth- and eighth-graders will participate in NAEP assessments in 2003.

Students with disabilities (SD) and limited-English-proficient (LEP) students are included in NAEP samples. When necessary, NAEP provides special testing accommodations (such as extended testing time) to these students, if they need them to participate.

4 What does participation involve?

Participating in NAEP is easy. Students spend only about 90 minutes of their time taking NAEP. Schools do not require students to spend time preparing for NAEP because NAEP does not release scores for individual students or schools.

Students are also asked to complete a short background questionnaire. Congress requires this information to allow analysis of student performance by such categories as gender and race or ethnic group. All student background responses are kept strictly confidential.

NAEP assessments are conducted by NAEP staff and take place either in school classrooms or other places selected by school officials. School officials are invited to observe the assessments.

Is NAEP confidential? Is it voluntary?

5

NAEP is confidential

No information on individual students, families, or schools is included in NAEP data releases or reports. No records are kept that connect students' names with the answers they gave on the assessment.

In accordance with federal law, all personally identifiable information regarding NAEP participants is confidential. Any individual who violates the confidentiality of NAEP data may be charged with a felony, fined, and/or imprisoned. No such violation of NAEP confidentiality restrictions has ever occurred.

Student participation is voluntary

The participation of individual students in NAEP is entirely voluntary. Students may be excused for any reason. Students participating in NAEP do not have to finish the assessment or answer any particular question. However, participation is very important. The participation of all selected students enables NAEP to provide the most accurate and representative picture of student performance.

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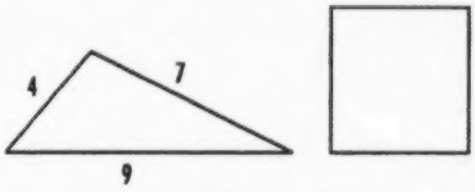
6 What types of questions are on NAEP?

NAEP assessments contain both multiple-choice and open-ended questions, which require students to write an answer that, depending on the question, can range from a few words to more than a page.

Sample grade 4 math – open-ended question



If both the square and the triangle above have the same perimeter, what is the length of each side of the square?

Sample grade 8 reading – multiple-choice question

Students read a story about a difficult decision made by Emperor Yuan one day in the year 400 A.D. The story considers the nature of progress and explores the themes of political and personal responsibility.

The Emperor did not rush out to see the flying machine when his servant first told him about it because the Emperor

- (A) was too frail to run
- (B) had just awakened from a dream
- (C) wanted time to think about what it might mean
- (D) was testing the servant's loyalty to him

Sample grade 8 reading – open-ended question

Students read a passage about the Anasazi Indians, who established a civilization over 1,500 years ago on a plateau called Mesa Verde in what is now southwestern Colorado. Then they were asked to comment on the statement "Some people say that the Anasazi's success as a civilization may have actually caused their own decline." Twelve percent of students gave answers that were scored as "Extensive" (extra credit). A student whose answer received the "Extensive" rating replied as follows:

I AGREE because in the article it explains how the tribe kept growing and growing BECAUSE of how SUCCESSFULLY THE FARMED the land and lived in PEACE, BECAUSE of this they WERE able to live longer and more children would survive. The tribe kept growing faster and faster They started to run out of food, because there wasn't enough farmland and there weren't enough animals left to feed the whole tribe This caused them to begin to die of starvation. The tribe would never be the same because there was not food.

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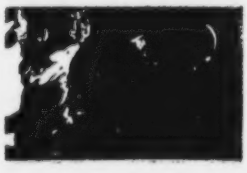

8 Can I see the assessment?

Yes. Parents and members of the general public have the right to view all NAEP questions and all NAEP assessment materials.

NAEP Demonstration Booklets for grades 4, 8, and 12 are available at schools participating in NAEP and online at *http://nces.ed.gov/nationsreportcard/about/booklets.asp*. The demonstration booklets contain sample assessment questions and all relevant background questionnaires.

Thousands of released assessment questions, along with scoring guides, sample student responses, and performance data, can be accessed using the online NAEP Questions Tool at *http://nces.ed.gov/nationsreportcard/itmrls*.

All background questionnaires are available on the NAEP web site at *http://nces.ed.gov/nationsreportcard/bgquest.asp*.

Parents and adult members of the public can view the NAEP questions being used for the current assessment, provided that test security is maintained. To arrange an appointment to view secure assessment questions, contact your NAEP State Coordinator.

You can find the name and e-mail address of your NAEP State Coordinator in your state's profile, which is available at *http://nces.ed.gov/nationsreportcard/states*, or by calling (202) 502-7420.

Can I see NAEP results?

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Yes. Parents and members of the general public have access to all NAEP publications and all publicly released data.

Results from NAEP assessments are published in a number of forms, including highlights reports, state reports, and detailed report cards. Most publications (and all recent ones) can be accessed online at the NAEP Web site or ordered in print free of charge.

However, NAEP keeps no records that would allow the identification of the performance of individual students, because NAEP assessments do not, and are not designed to, assess the performance of individual students or schools. NAEP assessments can only provide accurate information on the performance of large student populations, such as all fourth-graders in a state or the nation as a whole, and subgroups of those populations, such as female or Hispanic students.

The NAEP Data Tool, which is available online at *http://nces.ed.gov/nationsreportcard/naepdata*, provides parents and other members of the public with a way to explore NAEP data.

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10 What subjects does NAEP assess?

NAEP assesses student performance in many different academic subjects. NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, civics, and the arts.

In 2002, NAEP assessments were given in reading and writing. Future NAEP assessments will include such new subjects as foreign language, world history, and economics.

In accordance with the *No Child Left Behind Act*, NAEP assesses reading and mathematics every two years at grades 4 and 8.

The National Assessment Governing Board (NAGB) determines the schedule of other NAEP assessments. The current schedule of NAEP assessments is at the right.

Assessments listed under "National NAEP" provide information on national student performance. Those listed under "State NAEP" measure student performance for individual states. "Long-Term Trend NAEP" assessments determine how national student performance has changed over long periods of time.

NAEP schedule of assessments

Year	National NAEP	State NAEP	Long-Term Trend NAEP
2003	Reading (grades 4 and 8) Mathematics (grades 4 and 8)	Reading (grades 4 and 8) Mathematics (grades 4 and 8)	
2004	Foreign Language (grade 12)		Reading (ages 9, 13, and 17) Mathematics (ages 9, 13, and 17)
2005	Reading (grades 4, 8, and 12) Mathematics (grades 4, 8, and 12) Science (grades 4, 8, and 12)	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Science (grades 4 and 8)	
2006	World History (grade 12) Economics (grade 12) Civics (grades 4, 8, and 12)		
2007	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 8 and 12)	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 4 and 8)	
2008	Arts (grade 8)		Reading (ages 9, 13, and 17) Mathematics (ages 9, 13, and 17)
2009	Reading (grades 4, 8, and 12) Mathematics (grades 4, 8, and 12) Science (grades 4, 8, and 12)	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Science (grades 4 and 8)	
2010	U.S. History (grades 4, 8, and 12) Geography (grades 4, 8, and 12)		
2011	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 4, 8, and 12)	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 4 and 8)	
2012	Civics (grades 4, 8, and 12) Foreign Language (grade 12)		Reading (ages 9, 13, and 17) Mathematics (ages 9, 13, and 17)

The NAEP schedule is subject to change. Consult the NAGB web site at *http://www.nagb.org/*

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12 How can I find out more about NAEP?

More information about NAEP is available at participating schools and online in the form of the NAEP Demonstration Booklets. The demonstration booklets contain sample assessment questions and all relevant background questionnaires for all three grades assessed.

Further information for parents is available on the NAEP Web site at *http://nces.ed.gov/nationsreportcard/parents*.

General questions about NAEP can be submitted through the "Contact Us" portion of the NAEP Web site at *http://nces.ed.gov/nationsreportcard/contactus.asp*, and answers will be sent by e-mail within a few days.

If you have any NAEP-related questions, concerns, or requests you may contact your NAEP State Coordinator. Your NAEP State Coordinator serves as the connection between your state education agency and NAEP.

You can find the name and e-mail address of your NAEP State Coordinator in your state's profile, which is available at *http://nces.ed.gov/nationsreportcard/parents*, or by calling (202) 502-7420.

You may also learn more about NAEP by contacting the National Center for Education Statistics at:

National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5653
Phone: 202-502-7420
Fax: 202-502-7440

To make a request of the National Assessment Governing Board (NAGB), contact NAGB at:

National Assessment Governing Board
800 North Capitol Street, N.W., Suite 825
Washington, DC 20002-4233
Phone: 202-357-6938
E-mail: *NAGB@ed.gov*

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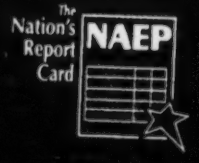

The National Assessment of Educational Progress is administered by the National Center for Education Statistics *(http://nces.ed.gov)*, which collects and analyzes data related to education in the United States and other nations.

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